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ABSTRACT

This monograph shares experiences of participants in a series of fifteen "miniconferences" for local K-12 career education coordinators held January-July 1979 regarding community involvement in the delivery of career education. Six sections describe specific examples of how particular communities have, to date, responded to a call for involvement of both the home/family structure and of the business/labor/industry/professional/government community. These responses include (1) informing community members about career education and selling the career education concept to the broader community: (2) organizing for effective community involvement in career education: (3) organizing community career education advisory boards: (4) other examples of community involvement in career education, including use of community persons as classroom resources, career education experiences provided by business/industry organizations, and "one on one" contacts between students and persons from the business/labor/industry community: and (5) involvement of community organizations in collaborative career education efforts. (YLB)

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MONOGRAPHS ON CAREER EDUCATION

COMMUNITY INVOLVEMENT IN THE IMPLEMENTATION OF CAREER EDUCATION

by
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Office of Career Education

September 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

This monograph is one in a series designed to report, in narrative form, discussions that took place during a series of "miniconferences" for local K-12 Career Education Coordinators. A total of 15 such "miniconferences" were held between the period beginning in January and ending in July of 1979. This monograph, like all others in this series, is based on the notes I took while conducting each of these 15 "miniconferences." The OCE contractor responsible for logistical arrangements and for preparation of final notes (as corrected by the participants) was Inter America Research Associates of Rosslyn, Virginia. That Contractor has compiled and published a limited quantity of the final notes. Copies of that report, while they last, may be obtained by writing to the Office of Career Education, U.S. Office of Education, Washington, D.C. 20202.

Participants for this series of miniconferences were selected by OCE based on nominations received from State Coordinators of Career Education. Each Coordinator was asked to nominate, as possible participants, those K-12 Career Education Coordinators who, in the opinion of the State Coordinator, were doing the best job in implementing career education in their State. It is not a random sample of local K-12 career education coordinators whose experiences and opinions are reported here. Because it was impossible to select all persons nominated, there were many outstanding local Coordinators around the Nation who were not selected as participants.

An attempt was made to secure nominations from all 50 States plus the District of Columbia and Puerto Rico and to pick a minimum of two local career education coordinators from each State as participants. The original plan was to select 10 participants—one each from 10 different States—as participants in each of the 15 miniconferences. Logistical problems prevented us from reaching this objective of having 150 participants. The final count of participants was 131 persons who, in combination, came from 45 different States and the District of Columbia. The actual number of participants in each miniconference ranged from a low of 7 to a high of 10 with a statistical average of 8.7 persons in attendance at each of the 15 miniconferences.

Each miniconference was conducted in the same basic way. We started by asking each participant to list the most practical and pressing issues, problems, and concerns he/she is facing in attempting to implement career education. A total of 407 such topics—an average of 27 + per miniconference—were raised by participants. Following this, participants were asked to vote on the 5-6 issues that they considered most crucial of all those raised at their miniconference. As time permitted, participants in each miniconference "brainstormed" the priority topics they had selected by their votes. Extensive discussions were held on 49 priority topics, several of which are discussed in this monograph. In addition, each participant was asked to present a short oral discription of his/her at-

tempts to implement career education in a given community and to share materials with other participants. Those reports and materials also form part of the content of each monograph in this series.

While no exact statistical data were gathered, it appears that participants in this series of miniconferences had, on the average, somewhere between five and six years of experience in attempting to implement career education. The basic purpose of each monograph in this series is to share this rich reservoir of experience with others who are interested in problems associated with the implementation of career education at the K-12 levels of Education.

The most striking observation one could make about participant comments was, as expected, the wide diversity of means they have found for overcoming the practical problems facing those charged with implementing career education. It should be obvious, to any thoughtful reader, that there is no one best solution for any given problem. Rather, the best way to solve a particular problem will vary from community to community, from State to State, from school districts of various sizes, and from rural, suburban, and urban settings. It is, thus, a diversity of answers that the reader will hopefully find in the monographs in this series.

It will be equally obvious, to the experienced reader, that the practices of these experienced local career education coordinators varies greatly from much of the theoretical/philosophical literature of career education. It is very seldom that practitioners, faced with the multitude of practical constraints that exist at the local community level, can put into practice what those who, like myself, have the time to think, write, and speak about. I am impressed by how close many of them have come. I am even more impressed by some of the innovative, creative solutions some have found that go considerably beyond what the full-time career education conceptualizers have yet been able to think about.

I am most impressed by the dedication, commitment, and professional expertise that participants demonstrated, over and over again, during this series of miniconferences. They are the real experts in career education. I hope that, just as I have learned from them, so, too, will their thoughts and their experiences be helpful to you.

—Kenneth B. Hoyt, Director
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Community Involvement in the Implementation of Career Education

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Introduction

From the beginning, career educate advocates have contended that the delivery of career education must be a community effort—that it is not something schools can do by themselves. A call for involvement of both the home/family structure and of the business/labor/industry/professional/Government community has repeatedly been made. In this monograph, example of how particular communities have, to date, responded to this call will be described.

Several sub-themes appeared to emerge as participants from various miniconference discussed this general subject. These included: (a) How do educators acquaint members of the broader community with the career education concept and gain their support for that concept? (b) How can community resources for career education best be organized for effective and continuing use over a multi-year period? (c) How should community Career Education Advisory Councils be organized and how should they function? (d) In what kinds of career education actions should members of the broader community engage? and (e) How can and should existing community organizations become involved in a total career education effort?

Career education practitioners have found some answers that work for them to each of these questions. Perhaps, somewhere in the variety of answers they have found, you may find one which, with local adaptation, will work for you.

Informing Community Members About Career Education and Selling the Career Education Concept to the Broader Community

The term "career education" is still far from becoming a "household word." When that term is first used with members of the broader community, it is unrealistic to expect that they will know what it means. It is even more unrealistic to expect that community persons will immediately understand that we are asking them to become involved in the delivery of career education. Too many are still accustomed to thinking of "school" as one place and the "community" as an entirely different place. The problem is compounded when one recognizes that, if a career education effort is infused in the classroom, it will be difficult for community persons to come visit the school for an hour and "see it in action." When one recognizes that, even among professional educators, confusion with respect to meaning of the term "career education" is widespread, the problem becomes a major one indeed.

As an example of two extremes expected to be found in some communities, we can look at Brookline, Massachusetts where, according to Betty Flahrety, many parents see no need for career education "because my children plan to attend college" and to Willoughby Hills, Ohio where Lou Cicek reports that some members of organized labor refuse to become excited about career education because, as they say, "these kids are going to work anyway so why do we need it?" Both of these extreme examples are, of course, illustrative of the need to help community persons understand the true meaning and purposes of career education. Until and unless they do, they cannot be expected to become supportive of and involved in career education.

The problem of helping community persons—including parents—understand that career education is intended for students attending college as well as for those who will not is being attacked in a variety of ways. For example, Bob Megow, in Orlando, Florida, is doing so through encouraging teachers of academic subjects taken by college-bound students to infuse a career education emphasis into their teaching. In Louisville, Kentucky, Barbara Preli has instituted a series of meetings between high school students contemplating college attendance and recent graduates who are now enrolled in college. When parents heard of some of the career planning problems facing the college students, this sparked support of a career education effort for *all* students. Lois Parker has found, in the Montgomery County, Maryland school system, that use of the Executive High School Internship Program is an effective way of gaining support for the need of career education on the part of college-bound high school students. John Shirley, in Richardson Texas, reported similar success when college-bound students became involved in a management intern program developed by the local Chamber of Commerce. Lou Cicek has initiated a program through which high school students engage in telephone conversations with college representatives and current college students that include discussions of career patterns for college graduates. These examples serve to illustrate the fact that, when parents and college-bound high school students recognize that: (a) college education is, for most persons, part of preparation for work as well as preparation for Life; and (b) career education is an effort to help youth expand their options and keep as many options open as possible with respect to career choice, they will support it.

The problem of gaining understanding and support from members of organized labor, while obviously just as serious, did not appear to be one that most of these practitioners had yet tried to solve in a systematic manner. Throughout the 15 miniconferences, this general problem was seldom raised, let alone discussed. The best operational example I know of today of dealing with this problem in a constructive and positive manner is found in the Akron, Ohio school system under the direction of Nick Topougis. There, in an effort that involves active collaboration on the part of organized labor, several things are going on including: (a) placing materials regarding organized labor in school libraries; (b) using resource persons from organized labor to provide in-service education to teachers regarding the role of organized labor in our occupational society; (c) encouraging teachers to infuse pertinent information

regarding organized labor in their regular lesson plans; (d) using retired persons from organized labor as resource persons in classrooms; and (e) including a visit to the local Labor Council as an integral part of field trips students make to the businesses and industries in their community. The lesson to be learned from Nick is that, if you really want support for career education from organized labor, you must be willing to actively involve them in the delivery of career education.

Burt Elliott, in Siloam Springs, Arkansas, is gaining community understanding and support for career education through applying the simple ground rule of saying to members of the business/industry community: "Don't be afraid to tell us what you think of the school system and we won't be afraid to tell you what we think of you." Burt reports that, in this community of 7,000 + persons, application of this ground rule is working well and points to the fact that he was recently elected as President of his local Chamber of Commerce as evidence that this is so.

In Des Moines, Iowa, Dick Gabriel used, as part of his efforts to help students become aware of and explore careers in the media/communications cluster, a project whereby high school students were assigned the task of acquainting the broader community with the meaning of "career education." As a concluding activity, the students conducted a telephone survey with a random sample of community members and found more than 50 percent to be aware of the term "career education."

Sarah Walkenshaw, in Kansas City, Missouri, reports good success in using open house community meetings for purposes of helping community persons become aware and supportive of career education. In the small, rural community of Cashmere, Washington, Bernie Griffith reports that, each year, the Cashmere School System hosts a "Community Dinner Meeting" paid for by the Board of Education. At this annual dinner meeting, community members are encouraged to express their thoughts regarding the goals and priorities for the school system. The meeting itself is organized with eight persons at a table. Each person is given 10 "red dots" to "spend" in "voting" for various goals and priorities listed on charts in the room using a modified Delphi technique. It was through this process that career education became a school system priority and a defensible area for use in evaluating the effectiveness of classroom teachers in the school system.

Obviously, what works in a small, rural community such as Cashmere, Washington cannot be expected to work in all other communities. For example, Shirley Iaquinto reported that, in Phoenix, Arizona where she works, there are serious problems involved in gaining support and involvement of community members in career education. Many of Shirley's community members are low income, minority persons who are neither accustomed to nor feel it is possible to "volunteer" much of their time for anything. This is a problem that can be expected to arise in any community where large proportions of the community are economically disadvantaged persons. In such communities, sizeable outside resources—including financial resources—will be needed to bring

equity of opportunity for career education to all children. The need, on the part of such children, for career education is obviously very great indeed and ways must be found to meet such needs.

The "it takes one to sell one" approach works equally as well for career education as it does for other things. This has been well illustrated in Warren, Ohio where Mike Zockle discovered that, when youth were placed on work experience with individual factory workers, productivity of those factory workers in one location rose to a figure of 108 percent efficiency whereas that of other workers, to whom youth were not assigned, remained constant. This was a powerful tool for Mike to use in encouraging other segments of the business/industry community to become similarly involved. Even within the one plant where this occurred, Mike reported that, based on reports given by participating workers, other workers from the night shift began coming in prior to their regular work time and volunteering to allow individual students to engage in career exploration with them.

One of the most ambitious and exciting efforts to acquaint community persons with career education and enlist their support for the concept was reported by Dave Wasson in Kingman, Arizona. There, at the urging of a few business/industry leaders, Dave organized and conducted a "County Career Fair" at the local county fairground to which all community persons—both youth and adults—were invited from the entire county. Thanks to a great many radio and TV slots, along with extensive newspaper coverage that Dave was able to arrange publicizing this event, a total of 16,000+ persons—more than the entire population of Kingman—attended this "fair" on one of the days it operated. That is three times as many persons typically attend the county fair itself when it is held! By setting this event up, Dave was able to interest various business/industry groups in setting up and operating over 100 booths, each representing a different occupational area. Adults, as well as youth, appeared interested in the occupational areas on display. Interest and support for career education in Kingman has increased markedly since this Fair, which is now held as an annual event. A slightly less ambitious, but similar kind of effort, was reported by Dennis Luce from Rapid City, South Dakota where a "career fair" is held in one of their school buildings each year and presenters are drawn from members of the business/industry community. Dennis reports that the involvement of such persons is an effective way of gaining their support for career education.

If these various attempts to interest and gain general community support for career education were to be summarized in a list of general principles, such a list might look like this:

1. It is important that, from the outset, career education be pictured as needed by and appropriate for *all* youth—those contemplating college attendance as well as those who are not.
2. Youth themselves are a valuable resource for youth in communicating the need for and nature of career education to their parents and to members of the broader community.

3. One of the best ways to gain community understanding of career education is to seek quick community involvement in specific career education implementation tasks. Those who are involved in a particular effort are likely, if that effort is sound and effective, to become among its most active supporters.
4. The fact that career education is needed by adults, as well as by youth, may be a valuable asset for use in gaining community understanding of and support for career education.
5. Career education may be "sold" most effectively to community members if placed within the context of interesting such members in all of the basic goals of the Education system—rather than simply in the goal of preparing youth for work. This will relieve many apprehensions and doubts.
6. Career education can be most effectively [illegible] the broader community as an effort to open up career [illegible] youth through career awareness and career exploration rather [illegible] process aimed at helping youth make firm and lasting career choices.

Organizing for Effective Community Involvement in Career Education

To acquaint community members with career education to the point where they are interested in participating in career education is one thing. To utilize such community resources in an effective and efficient manner is something quite different. Problems involved here include those of: (a) matching community persons with certain resources with classroom teachers in need of such resources; (b) actually *using* community persons once they have indicated an interest in being used; (c) avoiding the "burn-out" problem which arises when a particular segment of the community is overused in a career education effort; (e) educating both teachers and community resource persons as to ways they can most effectively work together; and (f) evaluating the effectiveness both of community resource persons and of teachers using such persons. In this section, examples will be given of how local career education coordinators have set about to solve these kinds of problems.

It is most proper to start with Doug Hill, Educational Resources Association (ERA) in Newark, Delaware as an example. ERA started about four years ago when a local school district received a Federal grant to develop a career education instructional system. The teaching units developed by teachers during this project almost all called for some combination of community resource persons and instructional materials. When the Federal grant ran out, no more funds were available for purchase of instructional materials. As a result, the major emphasis in this effort became one of more effectively using community resources.

To organize this effort, Doug started by asking teachers to identify, in as specific fashion as possible, the kinds of community resource persons and facilities they needed to implement the lesson plans they had developed. He then, along with a loaned executive from the DuPont Corporation, went out into the community to find and enlist the cooperation of these kinds of specific

resources. A total of 1,200 such community resource persons were identified. Each was asked to indicate specifically (a) exactly what she/he was willing to contribute; and (b) how frequently they wished to be used.

Using these data, the ERA system works like this. It begins with a teacher who requests a particular kind of community resource from ERA. At that point, ERA personnel visit with the teacher and verify this teacher as being ready and able to make good use of the community resource person's time. Having done so, ERA then selects an appropriate resource person and puts that person in contact with the teacher. Such personal contacts are made directly between the resource person and the teacher—not by ERA. Following use of the resource person, both that person and the teacher complete evaluation forms where each rates the other and their interaction experience. Based on these evaluations, ERA staff makes judgments regarding future use of the resource person *and*, in addition, make judgments regarding whether or not they will provide the teacher with names of other resource persons in the future. The 1,200 names of resource persons are organized by occupational cluster and kept in the ERA files. Teachers do not have access to these names unless they make contact with the ERA offices. In this way, use of community resources can be both organized and controlled. In addition, community resource speakers are guaranteed that students will be prepared to ask them pertinent questions and that there is no need for them to go into a classroom with a "canned" speech.

Rather than maintain lists of community resource persons in a separate file not readily available to teachers, it seems to be much more common, at least among the participants in these miniconferences, to create a separate book of community resources and place such publications in each classroom. A good example of this can be seen in the 300+ community resources listed by the Central Jersey Industry Education Council and compiled by that organization for teacher use. Bernie Novick from the Woodbridge New Jersey school system brought this publication along.

The importance of organizing community resources in ways that assure wise teacher use of such resources is well-illustrated in the career education effort run by John Meighan at the Tri-County Joint Vocational School in Nelsonville, Ohio. There, before a teacher takes students on a field trip, the teacher is required to fill out a "pre-field trip" form stating objectives for the field trip. Following the field trip, the teacher is required to fill out another form stating the extent to which those objectives were accomplished. In this way, there is a quality control measure in effect that protects against the misuse of community resources. With limited resources available, this is an important organizational feature to keep in mind.

Donna Carter, Career Education Coordinator in the Grand Rapids, Michigan school system, has organized her community resources around the 15 USOE occupational clusters. Like Doug Hill, Donna maintains a central clearinghouse with a separate card for each resource person so that frequency of use can be checked to avoid both overuse and/or underutilization of resources. Unlike Doug, however, Donna provides each teacher with a

handbook listing all such community resources. If a teacher wants to use a particular resource, the teacher is asked to call the career resource center and persons in that center make the *initial* contact with the community resource person. At the point of actual use by a teacher, the teacher makes final arrangements personally with the community resource person.

In Omaha, Nebraska, Betty Barr has organized communtiy resources in such a way that various parts of the community each have a special role to play in the total career education effort. One such organization, for example, is the police department. Under arrangements with this organization, second graders receive a "community helpers presentation," 6th graders go through a unit on "Careers in Police Work," junior high students study "the role of the police in the criminal justice system," while senior high students are allowed to participate, if they choose to do so, in the "ride along program" where they can actually ride with a police officer in a patrol car. Thus, with this one community segment, Betty has been able to organize use of community resources for her entire K-12 career education effort. She has analogous arrangements with a variety of other community segments in the greater Omaha area.

The potential problem of "burn out" of community resources through overuse was illustrated by Bob Towne from Kennebunk, Maine where an active career education effort has been underway for the last several years. Bob reported that the current version of their publication "Guide To Community Resources" is only half as big now as it used to be due to the "burn out" problem. Apparently, this has become a problem for some communities, but not for others. Shirley Iaquinto from Phoenix, Arizona emphasized, in her presentation, that, while she has heard about the "burn out" problem, she has not experienced it in her community in spite of the fact that her career education effort has been in existence for seven years now.

When reports from all participants are studied, it appears that the most common means of organizing community resources is by compiling a handbook of some sort and making copies of that handbook available to classroom teachers. Frequent cautions were voiced by participants regarding the importance of revising such handbooks on an annual basis. The more effective organizational efforts seem to include publications, such as those of Bernie Novick, on topics like "Tips For Community Speakers In The Classroom," "Teachers' Guide To Use Of Community Resource Speakers," and "How to Take a Field Trip." (Doug Hill also has good examples of these kinds of materials.) While apparently not yet a very common practice, there seems to be emerging a trend toward use of evaluation forms both for the community resource person and for the classroom teacher as a part of the organizational effort.

The collective advice of these experienced K-12 career education coordinators to others seems clear in that they emphasize the necessity for some systematic effort aimed at identifying, organizing, and making contacts between educators and community resource persons. Several reported sad stories of their earliest attempts where they left it up to each teacher to make his/her own contacts with community resource persons. Similarly, participants seemed

to strongly agree that some inservice education is needed both by educators and by community resource persons on ways in which they can most effectively work together in career education. As can be seen from this section, there are many diverse ways in which these general recommendations are being carried out in practice.

Community Career Education Advisory Bodies

Several times during the last few years, OE's Office of Career Education has published papers recommending the formation and operation of COMMUNITY CAREER EDUCATION ACTION COUNCILS. The basic assumptions behind this recommendation are: (1) If career education is to be a *community* responsibility, it is essential that some community organization be established to accept this responsibility; (2) Educators need *help*, not just *advice*, from the broader community if career education efforts are to succeed; and (3) Unless community members are given authority to make *operational* policies for career education, it will be difficult, if not impossible, to assure that *accountability* for the success, or lack of success, of career education will be shared both by the Education system and by the broader community. An essential part of this conceptual effort has been a strong recommendation that the COMMUNITY CAREER EDUCATION COUNCIL be appointed by the Board of Education, make recommendations for basic school board policy to the Board of Education, and be held accountable by the Board of Education for its operational policies and their implementation. Finally, OCE has recommended that the majority of members on the COMMUNITY CAREER EDUCATION COUNCIL represent the broader community with only a minority of members coming from the formal Education system.

As with most other conceptual recommendations, wide differences exist in actual practice with respect to how the system actually works. Here, several such variations, as reported by experienced career education coordinators in K-12 school systems, will be described.

First of all, while participants generally agreed on the theoretical desirability of having some kind of COMMUNITY CAREER EDUCATION COUNCIL, it is obvious that, in many communities, such Councils are not actually in operation. A good example of this condition was reported by Carol Gomer from Missoula, Montana. While no such Council exists there now, Carol expressed a need for one and indicated that, if such a Council existed, it could be used both to increase the school system's contacts with the broader community and to help that community better understand what career education is and how it is delivered with community participation. Similarly, Frank Miller, from Grand Forks, North Dakota, reported that, while a Vocational Education Advisory Council exists in his school system, no similar Council has been established for career education. Frank feels this is largely due to the fact that there is, at present, no fulltime Career Education Coordinator in the Grand

Forks school system. As Guidance Director in that system, Frank feels it inappropriate for him to push for the establishment of such a Council. This same sentiment was voiced by Virginia Brookins from Okolona, Mississippi where, during the time they had a Federal grant for career education (and a full-time career education coordinator) they had an active Advisory Council. This year, with no Federal money, Virginia reports that, while the Advisory Council is still theoretically in operation, they have not had a meeting because educators in the school system simply haven't had time to meet with them.

Other communities reported that, while they have no COMMUNITY CAREER EDUCATION COUNCIL, they *do* have broader types of COMMUNITY/EDUCATION COUNCILS in operation that can and do adequately handle matters related to career education. One example here is found in McCall, Idaho, where Jerry Randolph reported that they have had a SCHOOL SYSTEM COMMUNITY ADVISORY COMMITTEE in operation since 1971 that is used for all sorts of things—including, but not limited to, career education. Each Tuesday morning in McCall, this Committee holds a "COMMUNITY SPEAKS OUT" meeting where parents and other community members can come and talk about their concerns with respect to the entire Education system. With this arrangement, Jerry sees no need for a separate Career Education Council.

In Cordele, Georgia, Vann Sikes reported that the Career Education Advisory Committee for the Crisp County Schools was officially disbanded after Federal funding for career education was ceased in their school system. He further reported that, since that time, the Education Committee of their local Chamber of Commerce has assumed this function and that, by meeting with that Committee twice a year to brief them on the school system's career education efforts, they are, in effect, continuing to have the advantage of a Community Career Education Council without having to make it a formal operation.

Several school systems are finding the functions of a Career Education Council fulfilled simply by making that body part of an existing COMMUNITY ADVISORY COMMITTEE ON VOCATIONAL EDUCATION. For example, Jimmy Dolan in Boone County, West Virginia reported that, under the West Virginia State Plan for Vocation Education, each county is required to have an Advisory Committee for Vocational Education. Since, in the West Virginia State Department of Education, vocational education has responsibility for career education, this practice is also followed at the county level. In Boone County, this single advisory committee's recommendations are supplemented by those made by key academic instructional persons with respect to career awareness at the elementary school level. Since both groups report to Jimmy, he is then able to make recommendations to his Board of Education which are not conflicting in nature.

A similar situation exists in St. Charles Parish, Luling, Louisiana where Ms. Bobbie LaCour reported the existence of a VOCATIONAL ADVISORY COMMITTEE but not a separate committee specifically for career education.

This same pi ture, with slight modification, can be seen at the Kershaw Vocational Center in Camden, South Carolina where Gil Woolard reports the existance of a single 24 member CENTRAL VO TECH ADVISORY COUNCIL with each of its 24 members chairing a special smaller advisory committee—including one who chairs an Advisory Committee on Career Education. That committee, however, reports to and is an integral part of Gil's CENTRAL VO TECH ADVISORY COUNCIL.

In many other communities, separate CAREER EDUCATION ADVISORY COUNCILS, by some name, are in operation. Both Asahi Oshima from Boulder, Colorado and Polly Friend from Marquette, Michigan reported that, in their States, *every* local school district is required, by State law, to have a CAREER EDUCATION ADVISORY COMMITTEE. There are, then, literally hundreds of such committees in action in these States. In Kansas City, Missouri, Sarah Walkenshaw reports that they have a separate District Career Education Steering Committee in operation in spite of the fact that, within the school system, both career education and vocational education are housed in a single Department. So, too, in Mobile, Alabama, Alton Harvey reports the presence and active operation of a CAREER EDUCATION ADVISORY BOARD for their school system. A majority of the 131 K-12 school systems represented in the series of miniconferences on which this series of monographs is based report *some* form of local community advisory body for career education.

The only specific example found where a local school system had actually named a "Community Career Education ACTION Council" (as opposed to an "advisory" Council) was reported by Carol Wiegner from Elkhart, Indiana. That Council is very active indeed as will be described below.

What kinds of community persons are represented as members of local CAREER EDUCATION ADVISORY COUNCILS? Again, answers to this question vary widely from community to community. At one extreme, Sarah Walkenshaw reports that, in Kansas City, Missouri, *no* persons specifically representing the business/labor/industry community have yet been named as members. Instead, membership consists of representatives from (a) top school administrators; (b) the school board; (c) K-12 curriculum specialists; (d) building representatives (from each school in the system); (e) counselors; (f) classroom teachers; (g) the local PTA; and (h) community agencies involved in career education (such as Junior Achievement). At the other extreme, one could point to Boone County, West Virginia where *all* members of the Advisory Council come from the business/labor/industry sector.

Most school systems appear to have membership on their CAREER EDUCATION ADVISORY COUNCILS consist of some kind of mix of educators along with other community members. Carol Wiegner, for example, reported that, while they began their efforts with no educators on the Council, they soon found it necessary to add a few educators to this 40 person Council. Polly Friend reports that, in Michigan, some local school systems have their

Councils dominated by educators while others are dominated by business/labor/industry persons but, almost without exception, there is *some* mix between the two. In Mobile, Alabama, Alton Harvey has structured his CAREER EDUCATION ADVISORY BOARD so as to consist of: (a) two students; (b) two parents; (c) one counselor; (d) two classroom teachers; (e) one school board member; (f) one Assistant Superintendent for Curriculum; (g) one representative from organized labor; (h) one business person; (i) one Chamber of Commerce representative; and (j) the Career Education Coordinator. With the exception of the Assistant Superintendent and the Career Education Coordinator, each serves a three-year term.

The composition of Mobile, Alabama's Council is perhaps best contrasted with the CAREER EDUCATION ADVISORY COUNCIL operating in Montgomery County, Maryland. There, because of a strong concern to have adequate representation from organized labor, that 22 person Council is composed of: (a) five representatives from organized labor; (b) five business/industry representatives; (c) five educators; (d) two students; (e) two community based organizations; (f) one CETA person; (g) one local Government representative; and (h) one person representing special needs groups. The concerns of organized labor for adequate representation on such Councils can be expected to be heard in many communities. It is a concern that should not be ignored.

To whom do career education advisory councils report? The general answer seems to be that, by and large, they report to those who appointed them. Where appointed by the Board of Education, as in Elkhart, Indiana, they report to the Board. In Mobile, Alabama, however, where the Advisory Committee is appointed by the Assistant Superintendent for Instruction, they report to that person. In Luling, Louisiana, the Vocational Advisory Committee reports to the Supervisor of Federally Funded Projects, presents their recommendations to that person, and this supervisor, in turn, takes such recommendations to the Board of Education for action. In Camden, South Carolina, Gil Woolard indicated that his Advisory Council reports to him. Further, as chief administrator of his school, he found he was able to implement 31 of the 32 recommendations they made last year without having to take them to the Board of Education for approval.

What do career education advisory councils *do*? In some communities, their primary function is seen to be that of simply giving advice. For example, in San Diego County, California, Ed Whitfield reported that this is essentially all he expects from his 11 person Career Education Advisory Committee. Polly Friend reported similar limitations in Marquette, Michigan. Many of the K-12 career education coordinators participating in the miniconferences emphasized strongly the fact that their CAREER EDUCATION ADVISORY COUNCIL acts in an "advisory," not in a "policymaking" role. Over and over again, they stressed the importance of recognizing that policy, in their school districts, is made solely by the Board of Education, not by *any* kind of community advisory group. If one were looking for consensus on any single point,

this would be a good example of where it could be found. The situation in Kansas City, Missouri where Sarah Walkenshaw reported her District Career Education Steering Committee does have policymaking authority as an exception and must, of course, be viewed realizing that her Committee has, at present, no representatives from the business/labor/industry community.

In spite of this limitation in terms of a policymaking role, many examples were found where local CAREER EDUCATION ADVISORY COUNCILS did, in fact, perform a wide variety of kinds of functions directly associated with the implementation of career education. For example, Asahi Oshima reported that, in Boulder, Colorado, her Career Education Advisory Committee serves, in effect, as "lobbyists" at school board meetings and in their 1:1 contacts with individual school board members. In Elkhart, Indiana, the Career Education Council, composed primarily of persons from the private sector, has: (a) developed and distributed to teachers a handbook on community resources for career education; (b) helped the school system develop and operate its own Career Guidance Institute; and (c) is now planning to put on a "Job Fair" for students. Carol Wiegner, career education coordinator in Elkhart, pointed to the desirability of asking community persons to respond to what *educators* see as needs rather than trying to force educators to endorse what *they*, as community members, see as the primary needs with respect to career education's implementation. This is a very important point and one that should be kept clearly in mind.

In Siloam Springs, Arkansas, business/industry persons serving on the "Career Education Interaction Leadership Team" (CELIT) have done most of the work in preparing the community resource directory used in that system. In addition, Burt Elliott reports they are effective in keeping pressure on the Superintendent to employ a full-time career education coordinator for that system. Finally, Burt has used such persons as "inservice trainers" of teachers in career education. Even these few examples will serve to illustrate that, in spite of the fact that many existing Career Education Councils are referred to as "advisory" councils, several are, operationally, "action" councils in every sense of the word.

Other Examples of Community Involvement in Career Education

To understand and grasp the significance of the extent to which career education has already become a *community effort* in many places, it is obviously necessary to look beyond only actions taken by community persons as members of Career Education Advisory Bodies. In this section, several illustrations will be presented of other ways in which the broader community has joined forces with the Education system to make career education's implementation a truly collaborative community effort.

Many participants reported that, once teachers begin to use community persons as classroom resources, they seem to become enthusiastic about the idea.

A good example can be seen in the Pima County Career Development Project in Tucson, Arizona where Beth Berry indicates that teachers have become so enthusiastic about the use of community persons as classroom resources that they have difficulty finding enough community persons to fill all the requests coming from teachers. The Pima County Project has been in operation for several years and has produced a wide variety of research/evaluation evidence—including that required to pass through OE's Joint Dissemination Review Panel (JDRP) and thus receiving official U.S. Office of Education approval as a "program that works." Part of their research effort has led them to conclude that the use of community resource persons, while effective in many parts of the K-12 school system, does not appear to work well below the second grade level. Beth indicated that their research shows that, below this level, it is better to have pupils be *shown* things about the world of work than to have a resource person come in to *tell* them things about that world.

In Elkart, Indiana, Carol Wiegner has found business/industry persons helpful in assisting educators in that system to develop their own Career Guidance Institute. They are now talking about carrying their collaborative efforts further and working with the school system in organizing and conducting a "Job Fair" for students.

Maria Robinson, from the San Jose Unified School District in California, provided several illustrations of ways in which specific industries are working collaboratively with educators in a true community career education effort. For example, Honeywell Corporation asked the school system to provide them with one English classroom where 6-7 Honeywell employees could speak about their work. This was so successful they have now asked for 4 more classrooms, each of which will also have 6-7 Honeywell employees as speakers. The IBM Corporation has set up a special "minicourse," which operates one night per week (after school is out) oriented around the general topic of exploring careers in data processing. That same school district has, in addition, received specific assistance from the Pacific Telephone Company and from the California Industry/Education Council.

The "ADOPT A SCHOOL" approach, in which one business or industry picks a specific school and engages in a wide variety of collaborative career education efforts with staff members and students in that school appears to be growing rapidly in popularity. This kind of effort, while receiving much of its initial impetus from places such as Dallas, Texas and Baltimore, Maryland, is now seen in other parts of the Nation as well. A good example can be found in Milwaukee, Wisconsin where Cal McIntyre reported that eight local industries in that city have begun participating in the ADOPT A SCHOOL program during the past year.

Gertrude Alioth, Supervisor of Career Education for the Inglewood, California Unified School District, provided several excellent examples of how local business/industry organizations are working collaboratively with educators in providing special career education experiences for minority/economically disadvantaged youth. One such program, sponsored by the TRW Corporation, is

known as "Operation Bootstrap" and consists of a tutorial program in basic academic skills to help minority youth acquire such skills to a sufficient degree that they will be successful in college. A second example, is the school system's "COLLEGE MENTOR PROGRAM" aimed at helping minority youth both enter and successfully remain in college. With "mentors" drawn from the business/industry community, one is assigned to each participating student, Grade 9-12. These "mentors" meet frequently with each student, his/her counselors and parents, for purposes of providing help and encouragement to them. Among her other community collaborative efforts, Gertrude also operates an annual "ARMED SERVICES DAY" where representatives come to the school district to meet with interested students.

An excellent example of a community collaborative effort can be seen in the way in which business/industry persons worked with John Bishop in the Napa, California Unified School District, in developing a series of "job sample" activities that are placed in a mobile unit and thus taken from school to school for use by students. John indicated that, by getting business/industry persons involved in building these "job sample" unit activity packages, he was also able to interest them in his total career education effort.

In Sycamore, Illinois, one industry provided the school system with $7,000 for use in buying a "mini-cam" for use by teachers and students in conducting videotaped interviews with workers "on-site" in various occupations. In addition, Pete Johnson, who directs career education efforts in that district, told us that other private sector money is also coming to his school district for use in making a new career education film.

A truly outstanding example of how one industry joined its resources and expertise with those of the school district in formulating and conducting a "career education effort that works" is seen in Pauline Perazzo's PROJECT R-3 in San Jose, California. There, in 1967, this project was designed jointly by educators and persons from the Lockheed Corporation. Designed to upgrade the basic academic skills of reading and mathematics for junior high school students through a "careers" emphasis, this project combines the construction and use of an innovative, creative series of teaching units and materials, the use of community resource persons in classrooms, and the use of the occupational community as a learning laboratory for students and their teachers. For instance, one of the learning activities is the "FIND THE SINKING SHIP" game—a series of activities all oriented around providing students with basic mathematics skills—that involved, in addition to classroom activities, an actual visit to a Coast Guard site where students could see ships (and thus learn more about careers related to sailing). PROJECT R-3 has successfully passed OE's Joint Dissemination Review Panel by providing hard evaluation evidence indicating its ability to significantly improve both reading and mathematics achievement for junior high school students. This project is now a part of OE's National Diffusion Network (NDN) and has "adapter sites" in many other parts of the Nation—several of which are in Iowa (Pauline's home State). Without the fusion of effort of educators in the San Jose Unified School District

with those of business/industry experts from Lockheed Corporation, it is doubtful if this kind of creative, innovative—and demonstrably successful—project could have come about. It is truly "career education as a community collaborative effort."

The idea of using persons from the business/labor/industry community in "one on one" contacts with students, seems to be taking place in many communities. In addition to the example given by Gertrude Alioth cited earlier, two other examples may serve to illustrate this approach. One is the EMPLOYMENT EXPO organized by Donna Carter in Grand Rapids, Michigan, that volves matching 100 prospective employers with 100 vocational education seniors for purposes of conducting mock job interviews. Its purpose is not directly job placement, but rather helping students learn how to apply for a job. It is preceded by a general unit on employability skills taught by educators thus once again illustrating the collaborative nature of career education. A second example, and one that is much more elaborate, was reported by Janet Hire from the Rockland County BOCES in West Nyack, New York. In her "CIP PROGRAM," students on a voluntary basis enter into individual learning contracts that put each in contact with a person from the business/industry community and call for that student to spend 2-3 hours per week, after school, for an entire semester interacting with that community resource person at his/her job site. Each "community mentor" is oriented, by educators, with respect to the nature and purposes of "exploring careers"—rather than simply "letting kids work for you." Janet considers such employer orientation to be an essential ingredient in her program and one that has really paid off for the 130 students participating annually in this effort. She makes it clear to employers, from the beginning, that the purpose of this program is to help youth explore careers, *not* provide "free labor for employers." She has found this approach very appealing to employers—in spite of its lack of productivity for them—by appealing to the social conscience of employers. It works for her.

A dramatic example of willingness of the business/industry community to work collaboratively with educators in career education was provided all participants in the miniconference attended by Martha Johnson from Pope High School in Pope, Mississippi. More than 10 local industries in Pope provided Martha with samples of their products which she gave to all other participants in her miniconference. In addition, Martha reported to us that, in her school district, students traveled more than 36,000 miles last year in taking field trips to the business/industry community, both in the local community and also in places as far away as Florida and Louisiana. Martha operates an extensive "shadowing" program in career education and has received excellent cooperation from various industries in her community (including the local hospital) in this effort.

One thing that surprised me about these kinds of examples was the fact that participants did not, at least, in any large numbers, talk much about some of the major national efforts that certain large corporations have made, and continue to make, regarding career education. I am thinking here specifically of the

career education efforts of General Motors Corporation, of the American Telephone and Telegraph Company, and of the General Electric Corporation. While, for example, several participants talked about receiving help from their local telephone company, they did not seem to be generally aware of the fact that career education is a major priority of the total AT&T system. Similarly, while a few participants mentioned participation in the General Electric EDUCATORS IN INDUSTRY Program, there was no substantial interaction among participants regarding the worth and potential of this high quality effort. Neither did there seem to be widespread recognition among participants of the fact that the General Motors Corporation has a national corporate policy supporting career education collaborative efforts. To me, these are all "plusses" which, when generally recognized, will simply serve to increase both the general notion and the effectiveness of community organization involvement in career education.

The examples reported in this section will hopefully illustrate both the willingness and the readiness of the business/labor/industry community to join forces with educators in a community collaborative career education effort. While many other examples could be quoted, perhaps even these few will serve to illustrate the following general principles:

1. The expertise of both educators *and* business/labor/industry persons is needed for purposes of devising sound collaborative efforts in career education.
2. Community collaborative efforts in career education are typically structured so as to provide a "careers" emphasis as a way of motivating students to learn their subject matter better in schools. They are not typically being operated as something either separate from or in addition to such efforts.
3. The involvement of business/labor/industry persons in one kind of collaborative effort often motivates them to participate in further career education activities jointly with educators.
4. It is essential, in building collaborative career education efforts, that both educators and persons from the business/labor/industry community share a joint commitment and have the same basic understandings regarding the goals of career education. An inservice effort *is* needed for both.
5. The potential found within a single business or industry for collaboration is very great indeed. A school system doesn't have to wait for interest on the part of a wide variety of businesses and industries in order to begin its career education efforts.

Involvement of Community Organizations in Collaborative Career Education Efforts

During the 1977-78 period, OE's Office of Career Education devoted an entire year of "miniconferences" to a variety of kinds of community organizations who were viewed as having high potential for active participation in community career education efforts. In each, a number of school districts were

identified who were already working collaboratively with each of these organizations. A series of OCE monographs, one on each of a number of such community organizations, has already been published by the Government Printing Office and several additional ones are scheduled for addition to that series. Many of these community organizations are now gearing up their efforts for still more involvement in the total career education effort. It is expected that such actions will pay big dividends, in terms of student benefits, in the years immediately ahead.

It is not surprising, then, that I found myself very interested in listening to the 131 local career education coordinators who participated in the 1979 series of miniconferences talk about their involvement with community organizations. While no attempt was made, in any miniconference, to raise this topic as a specific discussion item (i.e. we discussed *only* issues raised by the *participants* themselves) I tried to listen carefully for any mention of involvement with community organizations volunteered by the participants. Had we specifically raised this topic and sought comprehensive input from each participant, I am confident that many, many more examples than are reported in this section would have been found. Reports found here are not based on any such comprehensive inquiry or tabulation of data. Instead, they represent only specific mention of community organizations volunteered by participants as each described her/his own career education activities.

Based on these voluntary contributions of participants, two generalizations seem appropriate to make. First, these K-12 career education coordinators are not apparently making as great a use of community organizations as those of us in OE's Office of Career Education would like to see them do. For example, there was no single community organization reportedly used by as many as twenty-five percent of these participants. Several of those which seemed most natural and promising for use were not mentioned by any miniconference participant. Second, where participants reported they were using community organizations, the tendency seemed to use more than one. In very few instances did a participant relate dealing with only one such organization.

The examples of practice found in this section, as with other sections of this monograph, are intended to be illustrative rather than comprehensive in nature. Hopefully, the mention of such examples here will stimulate still greater use of community organizations in the future.

More than 30 of these local career education coordinators reported they are now actively working with CETA Prime Sponsors in their total career education effort. While it would be impractical to report all the ways this is taking place, a few specific illustrations appear to be in order. First, it was evident that, in some communities, the career education effort is heavily dependent on CETA funds. An example can be seen in Newton Square, Pennsylvania where Gloria Whitman serves as Career Education Corrdinator. Gloria operates, using CETA funds, a CAREER EDUCATION PROGRAM PLANNING DEMONSTRATION PROJECT which is aimed at gaining involvement from many segments of the broader community. Charles Farnsworth, Garrett High

School, Garrett, Indiana reports that the career education effort he operates serves 11 school district and is 100 percent supported by Youth Employment R-aining Program (YETP) funds from CETA. (NOTE: Indiana appears to be unique in that it is the only State I have found to date where, under arrangements made between the State Department of Education and the State CETA Offices, a very great deal of career education is being paid for by CETA funds—Chuck Farnworth's story is but one of many examples that can be found in Indiana.) A final example of this nature is seen in the career education effort operated by Cliff Clausen in Detroit Lakes, Minnesota which, operationally, is almost 100 percent dependent on CETA funds at the present time.

The most common—and, obviously, the single most appropriate—use of CETA funds in career education efforts was reported to provide some special career education opportunities to economically disadvantaged youth over and beyond those routinely made available to all students. A good example can be seen in Louisville, Kentucky where Barbara Preli, using CETA funds, was able to establish a special career exploration effort for 61 economically disadvantaged students during the school year as a special added feature to her ongoing career education activities. Similarly, Joe Tomaselli in Toms River, New Jersey was able to use CETA funds for a special effort aimed at helping economically disadvantaged youth explore their career interests, skills, and needs. Pete Johnson, in Sycamore, Illinois, has been given CETA funds to provide eight YETP slots for economically disadvantaged youth where they receive, within his total career education effort, special help on career awareness and career decisionmaking. An outstanding special career education effort for economically disadvantaged youth, over and above that provided all others, can be seen in Denver's DEAL (Denver Earning and Learning) Program which, using CETA funds, is being operated as part of the Denver Public Schools.

One further example of using CETA funds in a special career education effort aimed at providing equity of opportunity for economically disadvantaged youth is so special which deserves special mention here. This is the program being operated by Libby Schmidt in the Brevard County Schools in Rockledge, Florida. There, using CETA funds, they were able to establish a special remedial instruction program, with a teacher/student ratio of 1:5, for economically disadvantaged youth who had failed the Florida State Achievement Tests. This special instructional effort was accompanied by a corresponding effort to equip these same youth with basic general employability skills. By the end of the year, they were able to show an 81 percent "positive ending" for these youth in both *academic skills* and in *employability skills*. Libby reports this effort to be very successful and that her school system is now looking for other kinds of funds so that it can be extended to still more youth.

The most common way CETA funds were reported as used to supplement regular, ongoing career education efforts was their use, for economically disadvantaged youth, in the Summer Youth Employment Program (SYEP) of CETA. Among participants reporting this kind of career education/CETA

linkage were: (a) Herman Grizzle from the Tulsa, Oklahoma Public Schools, (b) Alton Harvey, Mobile Alabama Public Schools; (c) Ardell Feeley from the Altoona Area School District in Altoona, Pennsylvania; (d) Betty Christensen, Career Education Consultant in the Kalamazoo, Michigan Independent School District; (e) Martha Johnson from Pope High School in Pope Mississippi; and (f) Dick Gabriel from the Des Moines, Iowa schools. Other career education coordinators could learn much about how to make career education a year round effort by contacting such persons as these.

Excellent examples of tying CETA youth efforts into ongoing career education work experience/career exploration efforts were reported by both Jackie Danzberger from the Hartford, Connecticut school system and by Al Glassman, Coordinator of Career Education for the Philadelphia, Pennsylvania school system. In both of these cases, the CETA funds were used to pay for participation on the part of more economically disadvantaged youth than would have otherwise been possible.

While not as numerous, several examples were reported as illustrations of ways in which CETA funds are being used for various things which, while specifically established to help economically disadvantaged youth, are, once in place, able to be used for career education activities benefiting all youth. One example here can be seen in the occupational information system established by John Sedey in the Mounds View School District, St. Paul, Minnesota. A CAREER EDUCATION RESOURCE CENTER was established, using YETP "transition services" funds, by Mike Klavon in the Matawan School District in Matawan, New Jersey. With other funds also being used to support this Center, the Center itself is made available to all youth in career education. An analogous situation exists in River Grove, Illinois where the CAREER GUIDANCE CENTER in which Shirly Aberg works, while not originally established with CETA funds, is now using such funds to pay those parts of its costs related to serving economically disadvantaged youth. Again, using CETA funds, John Meighan, Tri-County Vocational High School, Nelsonville, Ohio, has purchased the complete SINGER system for "hands on" career exploration and that system is now available for use by all students. So, too, was Mary K. Albrittain, Supervisor of Guidance, Charles County, Maryland, able to use CETA funds, to build a COMMUNITY RESOURCE LEARNING CENTER, which, while used regularly during the school year for 35 YETP youth, is also available at other times for use by non-CETA students—and even for adults in that community.

Even the relatively few examples presented here should be sufficient to illustrate the fact that, while officials at both the Federal and State levels are often found still engaging in philosophical discussions regarding possible linkages between the CETA programs and career education, practitioners at the local community level have already found multiple ways of making such linkages.

A second major kind of community resource that many participants reported themselves to be working with in career education were local Chambers of Commerce. More than 20 of these participants made specific references to ways in which they are doing so. A few examples of such Chamber of Commerce/career education linkages will be illustrated here. The variety of kinds of efforts in career education seen in various local Chambers of Commerce is impressive in itself. For example: (a) In Siloam Springs, Arkansas (Burt Elliott), New Haven, Connecticut (Don Grava is Supervisor of Career Education there), and in the Wayne County Independent School District in Wayne, Michigan where Phyllis Robinson works in career education, the local Chambers of Commerce in these communities has been instrumental in compiling a COMMUNITY RESOURCE DIRECTORY for use in the career education effort; (b) In South Burlington, Vermont, Barbara Wilson found her local Chamber of Commerce very helpful in making contacts with the National Alliance of Business (NAB) leading to a NAB Summer Career Guidance Institute; (c) John Sedey, in Mound View, Minnesota, has found his local Chamber of Commerce a highly helpful central resource for use in operating his youth career exploration "job shadowing" career education effort; (d) Herman Grizzle, Career Education Coordinator in Tulsa, Oklahoma, has received help from his local Chamber of Commerce in the career education inservice effort for teachers; (e) in Mobile, Alabama, Alton Harvey found his local Chamber of Commerce willing to pay the $3,000 necessary to make an economic education program part of his total career education effort; (f) Gertrude Alioth, in Inglewood, California, reports her local Chamber of Commerce sponsors an annual YOUTH IN BUSINESS DAY; and (g) Jama Roman, Career Education Coordinator in Toledo, Ohio, reported that her Career Education Advisory Council was started by the local Chamber of Commerce. These are but illustrative examples.

Some communities have such extensive involvement of their local Chamber of Commerce in the total career education effort as to require separate discussion. In Boulder, Colorado, Asahi Oshima reports that the CAREER EDUCATION RESOURCE CENTER is physically located at the Chamber of Commerce, not within the school system itself. While it is jointly funded both by the Chamber and by the Board of Education, it is operated by the Chamber of Commerce. Almost the complete variety of activities required for use of community resources in a total career education effort comes from those Chamber of Commerce employees who operate this CENTER. As a result, Asahi, as Career Education Coordinator for the school district, is free to concentrate her primary attention on helping teachers infuse a career education emphasis into the teaching/learning process.

Jackie Danzberger reports that the total career education/economic education program in Hartford, Connecticut is jointly funded by the Greater Hartford Chamber of Commerce and the Board of Education—including sharing the costs for the salary of the Coordinator of Career Education. That effort is, in all kinds of ways, truly a joint undertaking. It should be noted here, that,

to see a local Chamber of Commerce paying part of the salary of the school system's Career Education Coordinator, is not something to be seen only in Hartford. Other examples that quickly come to mind would include both Rochester, New York and Madison, Wisconsin.

The Chamber of Commerce in Fort Myers, Florida is reported by Mary Tate, Coordinator of Career Education for the Fort Myers Public Schools, to have a very strong Task Force on Education. Career education is simply one of a number of things they do to join forces with the education system in Fort Myer. One of the career education activities in which this task forces engages in the BUSINESS EDUCATION EXCHANGE PROGRAM (BEEP). In this program, seven educators from each of Fort Myers' four high schools visit in the business/industry community for three days under arrangements made with the Chamber of Commerce. They spend a fourth day, in small group work arranged by subject matter area, back in their schools planning ways of infusing what they have learned into the teaching/learning process. The BEEP effort culminates in an annual banquet sponsored by the Chamber of Commerce where certificates of recognition are given both to educators and to business/industry persons whose contributions have been of an exemplary nature. The BEEP program in Fort Myer simply could not operate were it not for the Chamber of Commerce. At least, this is the way Mary Tate feels.

Kalamazoo, Michigan serves as yet another example of close and effective working relationships between the local school system and Chamber of Commerce in a jointly operated collaborative career education effort. There, Betty Christensen, Coordinator of Career Education in the Kalamazoo school system, reports that the Chamber of Commerce, in cooperation with the local schools, sponsors a RESOURCE SPEAKERS BUREAU which will provide speakers for classrooms, provide field trip contacts and arrangements, and will, in addition, provide multi-media career education materials on loan to educators in the community. This entire operation is operated out of the Chamber of Commerce with teachers being free to call a special number there when they need community assistance in career education. To help pay the costs of this operation, each of the nine school districts in the area pays the Kalamazoo Chamber of Commerce 15 cents per student per year with the Chamber itself paying the additional costs.

Still another example of outstanding Chamber of Commerce/school system joint participation in career education was reported by Helen Smith, Rome City Schools, in Rome, Georgia. There, the Chamber of Commerce assumes responsibility for organizing and conducting the EDUCATORS TOURS OF INDUSTRY PROGRAM. In addition, the Chamber sponsors seven breakfast meetings annually for purposes of allowing educators and business/industry persons to visit together about their joint concerns. A great deal of career education planning and arranging takes place at these meetings.

A final example of exemplary Chamber of Commerce/school system's collaborative efforts in career education was reported by Barbara Hazelwood from the Dallas, Texas Independent School District. In Dallas, career education

specialists employed by the Board of Education are actually housed in the facilities of the Dallas Chamber of Commerce. The Chamber takes a lead role in fostering and implementing the comprehensive system of career-oriented magnet schools (including Skyline Center) that have made the Dallas Independent School District famous. As one illustration of the close working relationships that exist, one could point to "REPORT CARD," a monthly publication of the Board of Education designed for purposes of communication with the general public in Dallas. Each month, the Dallas Chamber of Commerce helps distribute this document by including it in their regular monthly mailings to members of the Dallas Chamber of Commerce.

No corresponding major collaborative effort was reported in this great depth by our miniconference participants with reference to other kinds of community organizations. However, several were mentioned by a sufficient number of participants so as to demand brief discussion here. For example, 10 participants made special mention of the ways in which the NATIONAL ALLIANCE OF BUSINESS has been of special help to them in their career education implementation efforts. Most of these referred specifically to the NAB Career Guidance Institutes conducted during Summer months. Bernie Novick, for example, Woodbridge, New Jersey, mentioned the NAB Career Guidance Institutes as a major tool for use in providing key classroom teachers with inservice education in career education. By picking three key teachers from each building to participate, he finds these teachers, once having been exposed to the NAB Career Guidance Institute experience, are very helpful in motivating other teachers to participate in career education. Linda Transou, from the Denver, Colorado school system, reported a similar high dependence on the NAB Career Guidance in her career education teacher inservice efforts. Both Gertrude Alioth, from Inglewood, California and Jama Roman from Toledo, Ohio reported NAB a useful career education resource, not only for their Summer Career Guidance Institutes, but also in terms of operation the NAB Youth Motivation Task Force project during the regular school year. Most others mentioning NAB, however, did so primarily in terms of the NAB Career Guidance Institutes.

The EXECUTIVE HIGH SCHOOL INTERNSHIP PROGRAM was specifically cited by six miniconference participants as a valuable part of their total career education effort. Typical of the comments regarding this program were those made by Dan Jendral from the Harrison School District in Colorado Springs, Colorado. Dan emphasized the general public relations value of this program as a vehicle for demonstrating to community persons the fact that career education is for students contemplating college attendance as well as for those who are not. In addition, he felt this program had been valuable to him in convincing some "hard-to-reach" academic teachers that they, too, should be participants in career education.

JUNIOR ACHIEVEMENT, INCORPORATED (JA) was another community organization frequently mentioned as a helpful collaborative partner in career education by several miniconference participants. Maria Robinson, San

Jose Unified School District, made special note of the ways in which the PROJECT BUSINESS program of JA had been helpful in getting junior high school social studies interested and involved in career education. Another participant who was very enthusiastic about the PROJECT BUSINESS program of JA was Jama Roman, Career Education Coordinator in Toledo, Ohio. Jama reported that they now have 23 PROJECT BUSINESS programs in operation in her school system Most other participants mentioning JA did so in terms of the regular JA program for senior high school students.

The EXPLORER program of the Boy Scouts of America was also mentioned as a collaborative partner in career education by several participants. So, too, were the 4-H CLUBS, but neither of these fine programs was mentioned by as many participants as I had hoped. This same generalization could be made with respect to the AMERICAN LEGION/AMERICAN LEGION AUXILIARY and ROTARY, INTERNATIONAL. The lack of frequent mention, in no way, indicates that, where such organizations are used, they are not highly helpful. On the contrary, where mentioned, remarks were generally complimentary and appreciative. For example, Thera Johnson, Career Education Coordinator in the Weber School District, Ogden, Utah, reported that her local Rotary Club (along with Kiwanis Club and others) contributes funds used for cash awards to students winning prizes in their annual "Economic/Career Fair" held as part of their career education effort. Similarly, Mary Tate, Career Education Coordinator in Fort Myer, Florida, reported her local Rotary Club as having "adopted" 8th graders in two of the middle schools for very active career exploration experiences in the community.

While approximately five participants reported participation by Women's American ORT in their career education effort, none described this participation in great detail. This bothered me greatly. I was equally bothered by the fact that only three participants reported working actively with elements of organized labor in their communities and not a single one of these participants reported active involvement with a local unit of the FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS. Since we had held miniconferences and collected other fine examples of where each of these community organizations was contributing to the career education effort in a positive fashion, I was surprised that they were not mentioned more frequently by these participants.

Community organizations mentioned by one or more participants as active and helpful in local career education efforts included several for which we have not yet held special OCE career education "miniconferences" and/or have yet to publish special monographs publicizing them as potentially valuable resources for use in career education. Included among such organizations named by our participants were JUNIOR LEAGUE (for example, Sarah Walkenshaw from the Kansas City, Missiouri School District indicated her local JUNIOR LEAGUE had donated $90,000 to support their local career education effort), KIWANIS, the EXCHANGE CLUB (recommended by Jama Roman in Toledo, Ohio as one that has high potential for nationwide use

by career education practitioners), and local associations of retired persons. It was a most positive and rewarding experience for me to listen to participants tell how such community organizations had been directly helpful in implementing and improving the effectiveness of the total community career education effort.

On balance, however, I have a distinct impression, after listening to the 130+ outstanding K-12 career education coordinators attending these miniconferences, that the use of community organizations, such as mentioned in this section, is still far from being as common and as extensive as we would hope it will become. On the other hand, with a total of more than 70 examples given of participation with such community organizations, it is obvious that this aspect of career education has definitely begun.

Concluding Remarks

In reflecting on the kinds of examples of community involvement in career education found in this monograph, I find myself struck with three observations. First, I am reminded of what I regarded as especially insightful remarks concerning this general topic made by Pearl Solomon, Career Education Coordinator in the Pearl River School District, Pearl River, New York. Pearl told us a little about her doctoral dissertation which was concerned with extending pupil learning opportunities beyond the Education system in ways that also allowed them to include community learning opportunities. She discovered that, to the extent teachers perceived community involvement as *diminuation* of the importance of the teacher's role, they will oppose it but, when they perceive such involvement as *expanding* the importance of teacher role, they will support it. The kinds of examples found in this monograph appear to me to be ones that, above all else, certainly demonstrate an increased, rather than a decreased, emphasis on the importance of the classroom teacher in career education. Almost without exception, these examples can be viewed as ways in which involvement of the broader community allowed teachers to exapnd both the scope and the effectiveness of their efforts through better use of community resources. As teachers increase in their ability and willingness to serve as "community entrepreneurs" in the teaching/learning process, Pearl's research findings are, it seems to me, sure to be still further substantiated.

Second, the examples presented in this monograph should serve to clearly illustrate that persons from the broader community are truly becoming involved as "partners," not simply as "helpers," in the implementation of career education. Readers are urged to reflect on the many examples presented where the original impetus for working together came from some community person or organization, not from within the Education system itself. Even more important, the examples found in this monograph will hopefully illustrate the ways in which action thoughts and ideas were generated jointly by educators and persons from the broader community. The expertise of both, when *combined* into a

single effort, is, it seems to me, largely responsible for many of the most creative and innovative practices reported here. While, to be sure, the concept of receiving "advice" from the broader community is illustrated many times, the concept of receiving "help" is even more obviously seen in these examples. After listening to and learning from these participants, I am now convinced that the concept of "collaboration" in career education is one they have effectively converted from "theory" into "practice." I hope many others from both Education and from the broader community are stimulated to become more active in the true *collaborative efforts* through the examples presented here.

Finally, based on reports received from these participants, I must now conclude that the aspect of career education as a community effort most urgently in need of further application in practice is that which recognizes the need for and importance of involvement of community organizations in the delivery of career education. If our true concern is for how much help accrues to youth—and not on who receives "credit" for providing that help, we will surely move rapidly in this direction.

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